

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**FORM 2-WP  
WORKPLACE SKILLS**

**STANDARDS STATUS REPORT  
FUNCTIONAL AND READINESS LEVELS**

**SCORING:** Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by drawing, printing, using computer, Braille, or printed word.

**STANDARD 1: WORKPLACE SKILLS**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

**READINESS (Kindergarten)**

*Students know and are able to do the following:*

<b>STANDARD 1: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>1WP-R1. Follow simple directions.</b>					
PO 1. Identify the source of a direction.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Complete directed work.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

10/01/03

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<b>STANDARD 1: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>1WP-R2. Relate a personal experience or other information in proper sequence.</b>					
PO 1. Recognize and distinguish between personal and other information to share.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Communicate information with a beginning, middle, and end.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>1WP-R3. Speak in complete sentences.</b>					
PO 1. Include subject-predicate information in oral expression.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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## STANDARD 2: WORKPLACE SKILLS

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

### READINESS (Kindergarten)

*Students know and are able to do the following:*

STANDARD 2: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
The readiness level is central to preparation for the workplace and is adequately covered in the Mathematics Standards and Performance Objectives document. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.					
2M-R1. Compare and sort objects by their physical attributes.					
2M-R2. Collect, organize, and describe simple data.					
2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs, and charts.					

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### STANDARD 3: WORKPLACE SKILLS

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

#### READINESS (Kindergarten)

*Students know and are able to do the following:*

STANDARD 3: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>3WP-R1. Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take.</b>					
PO 1. Participate in the classroom activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Select goals.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Apply creative thinking skills to determine alternatives.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use critical and creative thinking skills to choose best course of action.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>3WP-R2. Identify changing aspects of the school and community and describe the effects they have on personal decisions.</b>					
PO 1. Describe what change is.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify the characteristics of the various communities in which the child is a part (i.e., school, home, neighborhood, church, playground).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Compare various communities for change.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Describe how changes in your communities affect you.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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#### STANDARD 4: WORKPLACE SKILLS

Students work individually and collaboratively within team setting to accomplish objectives.

#### READINESS (Kindergarten)

*Students know and are able to do the following:*

STANDARD 4: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects.</b>					
PO 1. Demonstrate characteristics of positive behavior.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify roles of team members.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Interact collaboratively to obtain team results.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 4: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>4WP-R2. Demonstrate politeness and adaptability in their relations with other people</b>					
PO 1. Practice positive manners.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Practice adaptability.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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## STANDARD 5: WORKPLACE SKILLS

Students will demonstrate a set of marketable skills that enhance career options.

### FUNCTIONAL

*Within the functional context of home, school, supported work including enclaves, benchmark and competitive employment, and community environments allowing a variety of supports, students know and are able to do the following:*

STANDARD 5: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>5WP-FS1. Identify and pursue a career plan consistent with occupational interests, aptitudes, and abilities.</b>					
PO 1. Demonstrate understanding of work, jobs, and volunteering (e.g., difference between work, leisure, and home responsibilities).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Indicate preferences and interests based on work experiences (e.g., assessment of student interest through student choice and/or teacher observation).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Select a job that matches student strengths (e.g., student may partially participate in only one task, such as filling napkin dispensers at Pizza Hut; given adaptations, student may take tickets at a movie theater).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) SWP-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 4. Develop and maintain résumé documenting a variety of school jobs or community-based work experiences from which student preferences and interests are reflected (e.g., deliver attendance reports, deliver/pick up AV equipment, sell/take lunch tickets, provide unpaid volunteer work, work in pet store).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Apply for jobs (e.g., find potential jobs, contact employers, fill out forms, and participate in job interviews).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Pursue appropriate transition activities (e.g., enroll in job training programs, assume apprenticeship position in a trade, enroll in junior college, work at a job, or participate in unpaid volunteer work).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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<b>STANDARD 5: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 14-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>5WP-FS2. Develop appropriate work habits.</b>					
PO 1. Follow work site rules for safety, conduct, and appearance (e.g., handle changes in routine and unavoidable delays, follow posted direction and routing signs for fire escape procedure and use them during a fire emergency and fire drill).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Follow schedule of work activities (e.g., use time clock or check-in procedure; call employer; identify time by the hour, half hour, and other intervals on clocks and watches; to be prepared to leave for work on time).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 3. Assist in or independently accomplish a work task.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 4. Use work site break time facilities (e.g., engages in appropriate break time and lunch time routines).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 5. Develop socially appropriate relationships with employers and fellow employees.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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<b>STANDARD 5: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>5WP-R1. Describe examples of where people work and what they do.</b>					
PO 1. Describe examples of where people work and what they do.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5WP-R2. Describe how work relates to obtaining food, clothing, and shelter.</b>					
PO 1. Describe how work relates to obtaining food, clothing, and shelter.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5WP-R3. Describe appropriate behaviors for different settings (e.g., in a classroom, on a bus, in an audience).</b>					
PO 1. Compare behaviors for different settings.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5WP-R4. Define the importance of the basic academic skills (reading, writing, listening, speaking, and mathematics) in being successful at home and at school.</b>					
PO 1. Describe how/when language arts skills are used within a student various communities.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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# **STANDARD 6: WORKPLACE SKILLS**

Students illustrate how social, organizational, and technological systems function.

## **READINESS (Kindergarten)**

*Students know and are able to do the following:*

<b>STANDARD 6: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>6WP-R1. Understand the components of family and school systems in their daily life.</b>					
PO 1. Identify systems in your community (e.g., family, school, social, technological).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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# **STANDARD 7: WORKPLACE SKILLS**

Students demonstrate technological literacy for productivity in the workplace.

## **READINESS (Kindergarten)**

*Students know and are able to do the following:*

<b>STANDARD 7: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>7WP-R1. Operate developmentally appropriate technologies (e.g., a tele phone, VCR).</b>					
PO 1. Operate developmentally appropriate technologies.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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## STANDARD 8: WORKPLACE SKILLS

Students apply principles of resource management and develop skills that promote personal and professional well-being.

### FUNCTIONAL

*Within the context of home, school, work, and the community environments, students know and are able to do the following:*

STANDARD 8: WORKPLACE SKILLS	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>8W-FSI. Access community resources.</b>					
PO 1. Make purchase from vending machines (e.g., drinks, food, stamps, newspaper).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use pay phone and/or TDD.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use restaurants (e.g., order food, find seating, eat meal, and pay bill).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Make purchases of services (e.g., post office, hair salon, laundry/cleaner; know purpose of different kinds of stores).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Use banking facilities (e.g., deposit/withdraw funds, use automated teller machines).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Use appropriate state, local, community agencies (e.g., job services, food stamps, social security benefits, girls and boys clubs, 4-H clubs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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<b>STANDARD 8: WORKPLACE SKILLS</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>8WP-R1. Set short-term goals.</b>					
<b>8WP-R2. Allocate the time, space, and materials needed to accomplish classroom activities.</b>					